

# Early Years

# Curriculum Overview

## Nursery (N1)

2024/25

*At Red Lane we believe that learning should be based on the children's interests. We endeavour to make learning active, hands on and most importantly fun within a play-based curriculum. We recognise that real experiences are vital and we have developed our curriculum to ensure our children are exposed to new topics and experiences that they may not have already seen.*

## Early Years Long Term Topic Overview 2024-2025

Term	Topic Title	Key Concepts	Year Group	Progression of Knowledge
Autumn 1	Changes all around me	Families Emotions Autumn – how trees change/ weather. Know where we live – England.	Under 3	<ul style="list-style-type: none"> <li>Settle into a new environment and build relationships with a familiar adult.</li> <li>Begin to talk about themselves as a person.</li> <li>Name and point to their head, shoulders, knees and toes.</li> <li>Know where their eyes, nose, mouth and cheeks are.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Talk about their home and who lives in their house.</li> <li>Know that there are lots of different types of houses e.g. flats, bungalows and houses.</li> <li>Name the different places in their home e.g. bedroom, kitchen, living room, and bathroom.</li> <li>Understand the concept of first and then</li> <li>Develop an understanding of the present time.</li> <li>Begin to sequence two familiar events from their day.</li> <li>Know what the weather is.</li> <li>Experience different types of weather e.g. rain/sun/snow.</li> <li>Name different types of weather.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Name the 4 seasons</li> <li>Observe changes to plants and trees during each season.</li> <li>Know that our day is sequenced and things happen in a particular order</li> <li>Talk about what has already happened and what will come next.</li> <li>Use the language of before, this morning and after.</li> <li>Understand the places within their own classroom and school.</li> <li>Identify their own school on a local map and draw their own map of the classroom.</li> <li>Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.</li> </ul>
Autumn 2	Let's celebrate	Halloween, Bonfire Night, Diwali, Remembrance Day, Advent & Nativity	Under 3	<ul style="list-style-type: none"> <li>Experience simple traditions</li> <li>Carve pumpkins for Halloween,</li> <li>Make firework pictures for bonfire night</li> <li>Read non-fiction books about Diwali</li> <li>Play with poppies for remembrance day</li> </ul>

				<ul style="list-style-type: none"> <li>Decorate the Christmas tree with baubles.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Knowing how to stay safe when celebrating key festivals</li> <li>Talk about stranger danger when trick or treating</li> <li>Know how to hold a sparkler safely.</li> <li>Recognise how dangerous fireworks can be.</li> <li>Discuss fire safety around the home e.g. lighting of candles for diwali.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Name simple festivals which are celebrated in the UK e.g. Halloween, bonfire night, Remembrance Day.</li> <li>Talk about some religious and cultural communities e.g. Hindus celebrate Diwali and Christians celebrate Christmas.</li> <li>Know which festivals take place in this country</li> <li>Understand other people's beliefs.</li> <li>Draw on their own experiences of religious and cultural communities in this country and what has been read in class.</li> <li>Know some similarities and differences between different festivals.</li> <li>Show an understanding of their own feelings and those of others.</li> </ul>
Spring 1	Amazing animals	Animals Winter weather-hot&cold/ice. Antarctica 'v' Arctic Chinese new year Observe different animal	Under 3	<ul style="list-style-type: none"> <li>Name some farm animals including sheep, pig, goat, cow, duck and a chicken.</li> <li>Know what noises each farm animal makes e.g. baa, oink, bleat, moo, quack and cluck.</li> <li>Can join in with the song Old Macdonald had a farm.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>Know which animals live on the land</li> <li>Know which animals live in the sea.</li> <li>Talk about the differences land and sea animals.</li> <li>Know that animals were once babies</li> <li>Name animals and their young.</li> <li>Use the language of first and then</li> <li>Know what floating is.</li> <li>Know what sinking is.</li> <li>Name some items which float and some which sink.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>Hot and cold places/ seasonal changes</li> <li>Name the 4 seasons</li> <li>Observe changes to plants and trees during each season.</li> <li>Know what a solid and liquid is.</li> <li>Know that ice will melt and become water when it is heated.</li> <li>Know that water can freeze and becomes ice when it is frozen.</li> <li>Know which animals live in hot places and which animals live in cold places and why.</li> <li>Explain some similarities and differences between life in this country and life in other countries.</li> <li>Talk about the differences in weather in hot and cold places.</li> </ul>
Spring 2	Traditional tales	Traditional and Alternative tales Fables and morals	Under 3	<ul style="list-style-type: none"> <li>Read some traditional tales – the 3 little pigs, the enormous turnip and the ugly duckling.</li> <li>Enjoy sharing stories with a familiar adult.</li> <li>Show excitement and enjoyment from reading a story</li> </ul>

		Talk about the past.	Nursery	<ul style="list-style-type: none"> <li>• Read some traditional tales – Cinderella, goldilocks and the 3 billy goats gruff</li> <li>• Name some familiar traditional tales e.g. Cinderella, Goldilocks and the 3 bears and the 3 Billy Goats Gruff.</li> <li>• Join in with a repeated refrain.</li> <li>• Begin to talk about the beginning, middle and end of a familiar story.</li> <li>• Sequence traditional tales</li> <li>• Use the language of first, then, next.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Read some traditional tales - the little red hen, hanel and Gretel and compare them to other traditional tales.</li> <li>• Read some alternative versions of the traditional tales they have read.</li> <li>• Fables and morals – the boy who cried wolf, the tortoise and the hare and the lion and the mouse</li> <li>• Know that traditional tales are stories which have been passed on from generation to generation.</li> <li>• Traditional tales have been around for a very long time.</li> <li>• Talk about the setting in each story</li> <li>• Name the key characters in the story</li> <li>• Know that fables usually have a moral</li> <li>• Know that a moral is a lesson we can apply to our own life.</li> </ul>
Summer 1	Grow with me	Spring/weather Planting Being fit and healthy Life cycles of frogs/chickens Minibeasts	Under 3	<ul style="list-style-type: none"> <li>• Name 3 fruits – apple, banana, orange.</li> <li>• Name 3 vegetables – carrot, potato and peas.</li> <li>• Experience tasting different fruit and vegetables.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>• Observing plants</li> <li>• Observe plants in their environment growing</li> <li>• Know that a plant needs water to grow.</li> <li>• Help to care for their plants by helping adults to water them.</li> <li>• Know how to keep themselves healthy.</li> <li>• Know that fruit and vegetables are healthy foods.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Minibeasts and their habitats/ Lifecycles/ Seasonal changes</li> <li>• Name the 4 seasons</li> <li>• Observe changes to plants and trees during each season.</li> <li>• Know what a habitat is</li> <li>• Name some minibeasts and their habitats.</li> <li>• Know that the time before now is called the past.</li> <li>• Know what a life cycle is.</li> <li>• Talk about how frogs and butterflies were tadpoles and caterpillars in the past.</li> <li>• Describe how they have changed over time from a baby to a child.</li> <li>• Talk about healthy and unhealthy foods which help us to grow bigger.</li> <li>• Know that it's important to look after our teeth.</li> </ul>
Summer 2	Journeys through time	Adventures and journeys	Under 3	<ul style="list-style-type: none"> <li>• Name simple modes of transport – car, bike, walk, boat</li> <li>• Know the sounds that different transport make.</li> </ul>

		Transport Summer/ weather Share stories about summer.		<ul style="list-style-type: none"> <li>• Observe different types of transport from the school grounds.</li> </ul>
			Nursery	<ul style="list-style-type: none"> <li>• Knowing where people go on their summer holidays.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Describe the weather on holiday.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Recognise the future has not happened yet.</li> <li>• Distinguish between different means of transport – land, air and water.</li> </ul>
			Reception	<ul style="list-style-type: none"> <li>• Name the 4 seasons</li> <li>• Observe changes to plants and trees during each season.</li> <li>• Recall places they have visited in the past.</li> <li>• Know that the time before now is called the past.</li> <li>• Recall places that they have visited</li> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Know how we can travel to different places e.g. coach/ plane/ train.</li> </ul>



# Autumn 1

# Long Term Plan

## Changes all around me

*This topic focuses upon changes. Transition is a huge part of this topic and children are supported to settle in their new school and classroom. Children will talk about their own home and family. They will learn about the different types of houses and the rooms within their home. This topic will also introduce them to different types of weather.*

<b>Term</b>	<b>Autumn 1</b>	
<b>Key Question</b>	Changes all around me	
<b>Key Concept to learn and remember</b>	<ul style="list-style-type: none"> <li>• Talk about their home and who lives in their house.</li> <li>• Know that there are lots of different types of houses e.g. flats, bungalows and houses.</li> <li>• Name the different places in their home e.g. bedroom, kitchen, living room, and bathroom.</li> <li>• Understand the concept of first and then</li> <li>• Develop an understanding of the present time.</li> <li>• Begin to sequence two familiar events from their day.</li> <li>• Know what the weather is.</li> <li>• Experience different types of weather e.g. rain/sun/snow.</li> <li>• Name different types of weather.</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	5 minutes peace Families, families, families Family tree Love makes a family Seasons come, seasons go Hello Autumn	
<b>Rhyme Time Session</b>	5 cheeky monkeys bouncing on the bed	
<b>Key experiences</b>	Talk about their family and name the key members in their family. Bring in autumn objects from an autumn walk with families.	
<b>Prime Areas</b>		
<b>PSED</b>	Develop eye contact – know how to look at someone when they are talking.	
<b>Communication and Language</b>	Language through listening Embed pre-linguistic skills of communication. Focus on eye contact activities to engage children. Encourage them to look at you and give eye contact for short periods of time.	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Sit on push along toys and maintain their own core strength	Use large muscle movements and pivot from shoulder and then elbow.
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a “read a lot, talk a lot” school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Quality & Colour – like, colour, blue, green, red, same as, too, black, white, yellow.	



# Autumn 2

# Long Term Plan

## Let's celebrate

*This topic focuses upon some religious and cultural festivals which take place in this country. The children will learn about how to stay safe during these celebrations. For example they will explore stranger danger, firework safety and discuss fire safety.*



<b>Term</b>	<b>Autumn 2</b>	
<b>Key Question</b>	Let's celebrate	
<b>Key Concept to learn and remember</b>	<ul style="list-style-type: none"> <li>• Knowing how to stay safe when celebrating key festivals</li> <li>• Talk about stranger danger when trick or treating</li> <li>• Know how to hold a sparkler safely.</li> <li>• Recognise how dangerous fireworks can be.</li> <li>• Discuss fire safety around the home e.g. lighting of candles for Diwali.</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	I remember Topsy and Tim's Bonfire Night We all celebrate The very hungry caterpillar's creepy crawly Halloween We're going on a pumpkin hunt The pumpkin who was afraid of the dark	
<b>Rhyme Time Session</b>	Jack and Jill went up the hill	
<b>Key experiences</b>	Have a Halloween party for the children to celebrate Have a carol service for the parents to come in and watch.	
<b>Prime Areas</b>		
<b>PSED</b>	Develop turn taking – introduce my turn your turn RWI signals and practise taking turns.	
<b>Communication and Language</b>	Language through listening Embed pre-linguistic skills of communication Develop turn taking skills. Use the activities to support children's social skills and enable them to take turns. Use vocabulary of RWI "my turn, your turn" alongside the actions of MTYT.	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Use a scooter in the outdoor area.	Use gross motor movements to practise pivoting from the wrist.
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a "read a lot, talk a lot" school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN's Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Texture & Sound & Movement – hard, soft, noisy, quiet/quietly, fast, slow, cold, dry, loud, soft, moving, quick, still.	



# Spring 1

## Long Term Plan

### Amazing animals

*This topic focuses upon developing the children's knowledge of different animals around the world. Children will begin to explore animals that live on the land and animals that live in the sea. This builds on their understanding of farm animals. Children will also explore animals and their young using the language of first and then.*

<b>Key Question</b>	Amazing animals	
<b>Key Concept to learn and remember</b>	<ul style="list-style-type: none"> <li>• Know which animals live on the land</li> <li>• Know which animals live in the sea.</li> <li>• Talk about the differences land and sea animals.</li> <li>• Know that animals were once babies</li> <li>• Name animals and their young.</li> <li>• Use the language of first and then</li> <li>• Know what floating is.</li> <li>• Know what sinking is.</li> <li>• Name some items which float and some which sink.</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	Hooray for fish Bright Stanley Clumsy crab Ten friendly fish Magic school bus on the ocean floor Mister seahorse	
<b>Rhyme Time Session</b>	5 little ducks	
<b>Key experiences</b>	Create an under the sea role play area where children can explore the seabed!	
<b>Prime Areas</b>		
<b>PSED</b>	Attend to their own toileting needs most of the time.	
<b>Communication and Language</b>	Language through listening Embed pre-linguistic skills of communication Develop children’s ability to listen and attend to what they have heard.	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Ride a tricycle independently	Begin to develop a four finger pencil grip.
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a “read a lot, talk a lot” school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Size – heavy, small, little, empty, fat, full, long, small, biggest.	



# Spring 2

# Long Term Plan

# Traditional tales

*This topic focuses upon reading and sharing traditional tales and fables. Children will share a variety of traditional tales including Cinderella, Goldilocks and the three bears and the three billy goats gruff. The children will begin to sequence stories using the language of time.*

<b>Key Question</b>	Traditional Tales	
<b>Key Concept to learn and remember</b>	<ul style="list-style-type: none"> <li>• Read some traditional tales – Cinderella, goldilocks and the 3 billy goats gruff</li> <li>• Name some familiar traditional tales e.g. Cinderella, Goldilocks and the 3 bears and the 3 Billy Goats Gruff.</li> <li>• Join in with a repeated refrain.</li> <li>• Begin to talk about the beginning, middle and end of a familiar story.</li> <li>• Sequence traditional tales</li> <li>• Use the language of first, then, next.</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	Pinnocchio The elves and the shoemakers The gingerbread man Sleeping beauty Snow white Rapunzel	
<b>Rhyme Time Session</b>	Mary had a little lamb	
<b>Key experiences</b>	Provide lots of different shoes for children to explore. Pretend the shoe makers are bringing new shoes to school!	
<b>Prime Areas</b>		
<b>PSED</b>	Show an awareness of instrumental sounds around them.	
<b>Communication and Language</b>	Begin to develop children’s early speaking and listening skills. Aspect 1 – general sound discrimination in the environment Aspect 2 – general sound discrimination instrumental sounds Aspect 3 – general sound discrimination body sounds	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Balance on large body parts e.g. foot, bottom, tummy.	Begin to draw lines both vertically and horizontally.
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a “read a lot, talk a lot” school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Quantity and number – a bit, all, a lot, some, one two, another, many, no more, as much as, three, four, five, first, next.	



# Summer 1

# Long Term Plan

## Grow with me

*This topic focuses upon developing children's observational skills. Children begin to explore the garden outside and notice plants and trees that are beginning to grow. The children will help adults to water the plants knowing that plants need water to grow. They will also consider how they grow and what they need to be healthy. This includes talking about eating fruit and vegetables which are healthy.*

Term	Summer 1
Key Question	Grow with me
Key Concept to learn and remember	<ul style="list-style-type: none"><li>Observing plants</li></ul>

	<ul style="list-style-type: none"> <li>• Observe plants in their environment growing</li> <li>• Know that a plant needs water to grow.</li> <li>• Help to care for their plants by helping adults to water them.</li> <li>• Know how to keep themselves healthy.</li> <li>• Know that fruit and vegetables are healthy foods.</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	<p>That’s my flower  Eddie’s garden  Oliver’s fruit salad  Where does my food come from?  Tilly plants a tree  How I grow</p>	
<b>Rhyme Time Session</b>	Little Bo Peep	
<b>Key experiences</b>	Bring in bunches of flowers for children to watch and observe. Explore different flowers smells and their key parts.	
<b>Prime Areas</b>		
<b>PSED</b>	Be aware of sounds in their environment.	
<b>Communication and Language</b>	Language through listening Embed pre-linguistic skills of communication. Language based listening activities as taken from Language through Listening	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Throw and catch a large ball	Begin to assign meaning to their marks.
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a “read a lot, talk a lot” school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Shape & Space (prepositions) – dot, spot, line, round, by, inside, off, out, over, to, through, under, circle, flat, square, round, away, behind, bottom, forward, in front of, near, next to, outside, straight.	



# Summer 2

# Long Term Plan

# Journeys through time

*This topic focuses upon developing children's understanding of the future tense. Children will use their knowledge of the present to talk about where they are going to go on their summer holidays. The children will talk about the weather on holiday and how it is different to our country. Different means of transport will be explored and links to land, air and water will be made.*



<b>Term</b>	<b>Summer 2</b>	
<b>Key Question</b>	Journeys through time	
<b>Key Concept to learn and remember</b>	<ul style="list-style-type: none"> <li>• Knowing where people go on their summer holidays.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Describe the weather on holiday.</li> <li>• Talk about places they may visit on holiday.</li> <li>• Recognise the future has not happened yet.</li> <li>• Distinguish between different means of transport – land, air and water..</li> </ul>	
<b>Texts – Read a lot, Talk a lot Session</b>	Amazing aeroplanes The everywhere bear The suitcase Topsy and Tim go on an aeroplane That's not my plane At the airport	
<b>Rhyme Time Session</b>	Hickory dickery dock	
<b>Key experiences</b>	Have a beach day for the children to experience the seaside!	
<b>Prime Areas</b>		
<b>PSED</b>	Use their body to make different sounds and simple rhythms.	
<b>Communication and Language</b>	Begin to develop children's early speaking and listening skills. Aspect 1 – general sound discrimination in the environment Aspect 2 – general sound discrimination instrumental sounds Aspect 3 – general sound discrimination body sounds	
<b>Vocabulary Development</b>	Please see Vocabulary Progression Document.	
<b>Physical Development</b>	<b>Gross Motor</b>	<b>Fine Motor</b>
	Use large muscle movements to paint and make marks.	Begin to draw circles
<b>Specific Areas</b>		
<b>Literacy – Reading and Phonics</b>	At this age, it is important to talk to children and to read stories to children to develop a love of reading. Practitioners will share stories with the children, read books to them and help to develop a love of reading. We are a “read a lot, talk a lot” school.	
<b>Literacy – Writing</b>	At such an early age, children need to develop their physical and fine motor skills. Children will be given opportunities to do this and will be taught specific gross and fine motor skills which will enable them to write as they become older.	
<b>Mathematics</b>	Linguistic Concept – focus teaching on activities which develop the key vocabulary as taken from ELKAN's Linguistic Concepts. Introduce the words using the word aware strategy.  Focus: Time – again, now, after, soon, today.	